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ABSTRACT

English as a Second Language (ESL) instruction is a critical service provided by the Inner London Education Authority (ILEA). ILEA operates 19 adult education institutions serving 275,000 part-time students in a 12-borough area where 131 different languages are spoken. To provide immigrant adults for whom English is a second language with the linguistic means to participate as fully as they wish in British society, ILEA's Language and Literacy Unit provides a wide variety of classes at all times of day in many locations. Approximately 400 part-time ESL teachers, trained in ILEA inservice programs, provide adult institute classes, off-site classes, linked skills ESL classes combining skills and language training, bilingual employment skills classes, ESL for the unemployed, industrial language training, summer schools, and career awareness. In addition, Further Education colleges combine ESL training with study skills, life skills, and job training. The ILEA program also includes provisions for home tutoring, baby sitting, and student recruitment and referral. Based on a brief evaluation, recommendations include providing a structured curriculum, student assessment and evaluation, professionally developed instructional materials, and extended child care facilities. Appendices include a list of teacher training courses and a description and example of linked skills classes. (SB)

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The CDCC's Project No. 7 :

"The education and cultural development of migrants"

CASE STUDY ON ADULT EDUCATION IN THE INNER LONDON EDUCATION AUTHORITY

(United Kingdom)

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The CDCC's Project No. 7

"The education and cultural development of migrants"

CASE STUDY

on

ADULT EDUCATION

in the

INNER LONDON EDUCATION AUTHORITY

by

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The views expressed in this publication are those of the authors they do not necessarily reflect the views of the Council for Cultural Co-operation of the Council of Europe nor its Secretariat

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Adult Education in the Inner London Education Authority

1. BACKGROUND TO THE STUDY

Citizens of the member states of the Council of Europe have the right to move freely from country to country in order to take advantage of job opportunities. In practice, this means that large communities of workers may choose to live and work in countries where they have little or no knowledge of the local culture and language.

In these circumstances, it is desirable that the host country should provide special educational facilities to meet the needs of the migrant workers and their families . The basic need is language, since the means to communicate is essential for harmonious living.

The CDCC's Project No. 7 was launched in order to identify among others good examples of catering for the special educational needs of migrants. Through the writing of case-study reports, it hopes to disseminate useful information for the benefit of other host countries.

The Inner London Education Authority (ILEA) makes special provision for the teaching of English as a Second Language (ESL) for adults, and so this case-study was commissioned. Observation and discussions took place during 1 and 4 November 1982. The very wide range of activities and the huge area covered by the ILEA made it possible for the authors to visit only a representative sample of classes in the areas of Tower Hamlets, Hackney, Islington, Brixton, Paddington and Deptford.

We are greatly indebted to the many members of the ILEA's staff who generously shared with us a great deal of time and a wealth of information.

We extend our special thanks to Sandra Nicholls, Head of the ILEA's Language and Literacy Unit, whose input to this case-study was invaluable, and who organised our entire programme of visits, and to the students who graciously welcomed us to their classes.

2. LOCAL CONTEXT OF THE STUDY

It should be understood that although the word "migrant" is used in this report (in line with the Council of Europe's definition) the very great majority of Britain's new citizens are immigrant rather than migrant. The proportion who return to live permanently in their country of origin is very small indeed.

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Immigrants to the UK have come from the new Commonwealth, Pakistan, Europe and South East Asia. There have also been refugees from South America, Cyprus, Ethiopia, Vietnam and Asians from East Africa.

There has been a certain degree of natural dispersal throughout Britain following job opportunities. But it is in major cities that immigrant communities tend to settle, and London now has a population which ranks it among the most multi-ethnic capital cities in the world.

a. Educational provision in England

The provision of education in England is a decentralised one. It functions on the basis of the distribution of power between the Department of Education and Science (DES), which represents the central government, and the Local Education Authorities (LEAs). The DES as an agent of the central administration is a significant operational partner rather than a dominant controller. The education service is a national system which is locally administered. The DES influences local education through legislation, consultation and through financial support. It promotes the implementation of its policies mostly through guidance, regulations, circular letters and financial incentives (grants, etc). Certain sanctions, mostly of a financial nature, may be imposed by the DES on any LEA who does not comply with the general governmental policy. The LEAs are major units of local government responsible for providing public education. They are locally elected autonomous bodies, and are in no way local agencies of the central administration. The LEAs build and run schools; train, appoint and pay teachers and provide materials and teaching equipment by raising resources from local rates, thus augmenting central government grants. Special grants are paid to LEAs by the central government in an effort to encourage and promote multi-cultural multi-ethnic education. Such grants help to pay for language centres, for extra teachers and for social workers in areas with a high percentage of immigrant families.

b. Demographic figures and facts related to sociological and linguistic features of the migrant population in the ILEA area

ILEA is responsible for the provision of education in the 12 inner London boroughs and the City of London. According to 1981 statistical figures, roughly 325,000 children attend its schools; over 450,000 attend ILEA's colleges, institutes and polytechnics and 35,500 teachers and lecturers are employed by this authority. The ILEA's Research and Statistic Branch found, in January 1981, 45,000 pupils at primary and secondary level who used a language other than, or in addition to, English at home. More than one third of that figure spoke a European language, with a further third speaking a language originating in the Indian sub-continent. Other smaller groups spoke languages from

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the Near and Far East and Africa. A total of 131 different languages were identified in the ILEA area. Although exact figures were not available for non-English migrant adults, one can assume that the number of migrant or immigrant adults that use a language other than English for their personal communication is a substantial one. The vast majority of the immigrant population lives in the most deprived areas of Inner London like Brixton, Camden, Hackney and Tower Hamlets.

c. Political context

Legally, immigrants (and migrants) in the United Kingdom have equal opportunities for the education of their children. All persons, whether indigenous or migrant, have equal access to educational facilities without any discrimination on the grounds of race, colour, age, religious or political belief. The state, both at central and local administrative level, accepts the new social situation that the country experiences through the presence of other, non-British, ethnic groups. It is accepted that Britain is a multi-racial and multi-cultural country. Minority groups with racial prejudice have no influence on educational, employment and social welfare policies. The 1976 Race Relations Act makes racial discrimination unlawful in employment, training, education, social services, etc.

Section 11 of the Local Government Act (1966) enabled local authorities with migrant populations to claim 75% of the salary costs of teachers and social workers employed as a direct result of differences in language and culture existing between the immigrant and the indigenous communities. The grant, which is administered by the Home Office, effectively supports LEAs with major problems deriving from the presence of migrants in their own region. The ILEA, which is a financially rich authority, has always adopted an attitude of positive discrimination to all the problems related to the education of migrants within its boundaries.

d. Institutional features of the project

The Inner London Education Authority has nineteen maintained adult education institutes with approximately 275,000 part-time students. There are 380 full-time professional teaching staff, and approximately 8,500 part-time professional teaching staff.

The adult education project described is shared by all of these, and so one may say that the sheer scale of the operation is its most significant feature.

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But it would be misleading to believe that size and wealth alone account for the ILEA's proud record in the field of adult education. The Authority has maintained a very positive policy regarding its importance, and provision in London for non-vocational and vocational adult education is outstanding. It is difficult to find a foreign language, art, craft, sport, hobby, or indeed any kind of leisure interest which is not available as an evening class somewhere in the London area. A full account of the ILEA's provision for adult education from 1870 to 1980 is given in DEVEREUX William (1982) (1), details of which are given in the bibliography section. The project discussed here is part of the adult education provision. It is also part of the further education programme for delete adults who wish to improve their qualifications during their working lives by part-time study in the evenings. ESL classes for migrants take place all over London, during mornings, afternoons and evenings, and in a variety of places - schools, clinics, community centres, mosques, factories, etc.

The main criterion for the location of classes is the convenience of the students. This is determined by an assessment of the need in a given place, the number of students recruited and their continued attendance.

3. THE GUIDING PRINCIPLES OF THE PROJECT

It should be clear that the ILEA's adult provision for ESL has grown naturally from a fundamental philosophy about the importance of adult education generally. This philosophy is published (2) as follows:

> *The Authority's policy for community education is to fulfil its obligations under the Education Act to provide for the cultural, recreational, informal and social education needs of young people and adults with the object of developing personality, satisfying creative and learning needs and fulfilling latent abilities. In so doing, the Authority recognises that this is an integral part of its education provision and no less important than other aspects of the service and that it should be readily available to all who wish to take advantage of it, irrespective of circumstances, but that in assessing priorities, the needs of those who are socially, physically or mentally deprived or who are disadvantaged in other ways, should receive particular attention.*

Moreover, availability of educational opportunity to the poorer members of the adult community has always been a priority concern. The costs to the public are minimal, representing a small fraction of the real costs of running the classes. (The total budget for all London's public services, including education, is derived from local and national taxes.) In determining the level of fees to be charged to adult students taking non-vocational classes, the following guiding principles have been stated and observed by the ILEA:

i. That non-vocational adult education is an integral and proper part of the educational provision.

ii. That it should be readily available to all who wish to take advantage of it.

iii. That a fee should be charged to act as some guarantee of the seriousness of intent on the part of the student.

iv. That the fee should not be set at such a level as to prevent any significant number of people from making use of the provision.

v. That no person should be deprived of the opportunity for attending classes because of his inability to pay the fee.

vi. That fees should not vary for different levels of work or subjects of study. Implicit in this is that minority and specialist interest and advanced studies should be provided for without additional charge.

It is in this supportive context that the ESL project operates, and it is the case that no adult student wishing ESL tuition will be unable to receive it. On the contrary, the problems as perceived by the ILEA are the ways and means of recruiting as many students as possible.

The major guiding principle underpinning the entire, vast project, is to provide individual adults, for whom English is their second language, with the linguistic means to participate, as fully as they wish, in British society. This entails finding out from the clients what their needs really are, and trying to cater for them.

There is no attempt, overt or covert, at any kind of assimilation, and differences in religious beliefs, cultures and customs are respected.

But it is clearly undesirable that people should be unable to realise personal potential, and so feel disadvantaged because of unfamiliarity with the English language.

The ILEA sees as its obligation the provision of educational services which will meet the needs, as far as possible, of its multi-ethnic communities.

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a. The target population

It is difficult adequately to describe the vast number of potential ESL students in London, together with their ethnic diversity and the differences in their educational levels and needs.

The ILEA Research and Statistics Unit recently published the report of a survey of the languages spoken by the pupils in London schools, and a total of 131 different languages is listed.

The number of school children whose mother tongue was not English amounted to nearly 45,000. More than a third spoke a European language. Another third spoke a language originating in the Indian sub-continent. Smaller groups spoke languages from the Near and Far East and Africa.

In the absence of similar statistics for adults, these provide a fair reflection of the linguistic diversity of the adult population.

As Devereux (1982) (1) writes,

> *"Students of English as a Second Language (ESL) came from a variety of educational as well as ethnic and cultural backgrounds. It was, therefore, not unusual for a class teacher, or group of teachers, to have to assess the language needs and provide a syllabus for a Greek tailor, Pakistani book-keeper, Chilean radiologist, Portuguese chef and a Bangladeshi lathe-operator".*
>
> *(p. 275)*

This diversity is the most challenging aspect of the project, and it is made even more challenging by wide differences in the educational standards of students previously reached in their countries of origin. Indeed, some of the students have had minimal experience of any kind of education, and are ill-equipped in their own native tongues. At the other end of the wide continuum, there are students who have very high educational qualifications in their countries of origin, but who have little or no ability in using English.

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b. Aims and objectives of the project

The long-term aims of the project have been stated by the ILEA staff responsible for organising the work, as follows:

i. to identify the most appropriate provision for students whose first language is not English;

ii. to make sure provision is adequately and appropriately publicised and to maintain an efficient central referral point for students and teachers;

iii. to draw up guidelines for the organisation and structure of such provision;

iv. to identify suitable content and teaching methodology;

v. to identify the training needs of the tutors working with such students;

vi. to monitor good practice, to encourage new relevant projects and to facilitate the development and production of materials;

vii. to develop contacts with the various parts of the education service and voluntary bodies which provide ESL and literacy, and in particular to establish links between adult education and further education.

The last one of these aims may require some explanation. The need for close links between adult education and further education relates to the question of possible disadvantage (for language reasons) in training and career prospects. Students need to be assisted in making decisions about employment preferences, and there should be clear avenues for progress available between non-vocational and vocational ESL classes. It is particularly important that young adults (from the age of sixteen) are not deprived of the right to study for professional qualifications because of the language handicap. Young adults who are sufficiently motivated study in further education during the day, and in adult education classes during some evenings.

c. The development of the project (EFL to ESL)

An important feature of the development was the perceived difference in the kind of teaching required for the new immigrants, and this merits some explanation. Before the development of ESL, English as a Foreign Language (EFL) was taught to adult students in both further education colleges and the private sector, and consequently many teachers were experienced in teaching EFL classes.

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EFL adult students were usually well-educated visitors to London who wanted to improve their command of English, perhaps to enhance their qualifications for employment on return to their homeland. These people required a more formal approach to language teaching, and their future use of English would be as a foreign language. They would not, as a rule, urgently need English in order to cope with life's pressures.

The new immigrants, on the other hand, had quite different needs, and in most cases, very different educational backgrounds. The majority of these students very urgently needed to speak English in order to ask basic questions, buy food, consult a doctor, etc. They needed English for what are often called "survival skills". Moreover, it was felt that their need of English should not be perceived as the need for a foreign language, since it was hoped that, for them, Britain would soon cease to be a "foreign" land, and would become their homeland.

It was decided that students in these circumstances (and their teachers) should perceive English as their second language, and so ESL classes came into being.

However, substituting the word "Second" for "Foreign" did not magically solve the problem! It was clear that teaching ESL students demanded new emphases, new strategies and techniques, and so a whole new programme of teacher training had to be launched in the 1970s.

This was organised at several levels by specially appointed ILEA staff, who planned and implemented courses for teachers in the new field - Teaching English as a Second Language.

A central Literacy Unit was formed in 1974, with special responsibility for training and co-ordinating the volunteers recruited as a result of an Adult Literacy Campaign.

In 1977, the Unit became the Language and Literacy Unit when a Director of Language Schemes was appointed to the Unit to develop and coordinate ESL provision across the Authority's area. In 1980, a Learning Difficulties Unit was added, and in 1982, another new post was created, that of deputy director to develop language schemes of work for ESL provision in Further Education (the vocational branch of partitime adult education).

The Language and Literacy Unit has pioneered teacher training courses which continue to develop in content and quality. For details of the ESL courses currently available, see Appendix I on page

The courses are described as "in-service", meaning that they are available (without any cost) to teachers working in the ILEA service.

Along with the teacher training programme, which must be seen as a major feature of the development of the project, there were other growth areas in staff development. Adult education institutes and further education colleges began to make special appointments of a language organiser to have responsibility, within their institutions, for organising and co-ordinating ESL classes. Also, the ILEA appointed a borough language co-ordinator for each of the twelve London boroughs.

The borough co-ordinator acts as liaison between the local community and the language organisers in the institutions. And, of course, as the provision grew, more teaching staff were appointed - full-time, part-time and voluntary unpaid tutors.

4. THE RUNNING OF THE PROJECT

At the Head of the ILEA's administrative hierarchy is the Education Officer, who is assisted by a team of assistant Education Officers, each covering different sectors or areas of the Authority's work. ESL provision comes within two of these branches : Adult and Community, Education and Further and Higher Education. Parallel to the administrative structure is the inspectorate which has its own hierarchy. The Language and Literacy Unit reports in the first instance to the Inspector with responsibility for English in Further, Adult and Continuing Education and through him to the Senior Staff Inspector for Adult Education and the Chief Inspector for Adult and Further Education. The Language and Literacy Unit differs from many other professional support teams in ILEA because it works across sectors ie. Adult and Further Education.

The Director of the Language and Literacy Unit, as Director of Language Schemes has overall responsibility for professional support and co-ordination of ESL provision in both sectors although the vast majority of ESL staff are appointed to constituent Adult Education Institutes and Further Education Colleges. It is at this level that the Project is run.

a. The role of the Language and Literacy Unit

From the outset, the aim of the Unit has been to encourage the development of educational provision and opportunities for those with literacy needs, those with learning difficulties and those for whom English is a second language. This has involved not only encouraging a range of specialist classes but of opening up access to the full range of adult, further and higher education.

To this end, the Unit's main role has been stated as follows:

- *to maintain close contact with teachers, organisers and co-ordinators in the field so that appropriate provision could be developed and extended ;*
- *to help establish a coherent staffing structure to ensure that all categories of students in a particular area are catered for ;*
- *to make sure provision is adequately and appropriately publicised and to maintain an efficient central referral point for students and teachers ;*
- *to monitor good practice, to encourage new projects and to facilitate the development of materials ;*
- *to provide in-service training to respond to both the particular needs expressed by those working in the field and to introduce those new developments and perceptions which are applicable to language and literacy teaching.*

- *to make contacts with the various parts of the education service and voluntary bodies which provide ESL and Literacy, and in particular to establish links between adult education and further education ;*

- *to develop contacts with other agencies, both local and national, which would encourage the exchange of information and also place ESL and Literacy in a wider context ;*

- *to maintain close contact with those working in the field nationally and internationally, and with other local education authorities.*

In this way, the Unit has provided a foundation on which it has been possible to build, develop and experiment in both ESL and Literacy, either through local initiatives or in centrally organised projects.

In the section on the development of the project, we noted the appointment of key personnel involved in its running, and here we will attempt to describe how these key people operate. The Director of the Language and Literacy Unit co-ordinates all aspects of the ESL work for the twelve Inner London boroughs. The Unit also plans and co-ordinates the teacher training programme for the entire ILEA area, and this is a major feature of the running of the project (see Appendix I).

b. The role of the borough language co-ordinator

Within each of the twelve boroughs, there is a language co-ordinator whose job it is to find out the community needs of the borough with reference to ESL provision.

The populations of the boroughs vary both in numbers and in the various ethnic communities represented. To give some notion of the scale of the borough co-ordinator's work, the figures from the 1981 Census Report give the total population of Camden as 161,098, Hackney as 179,529 and Islington as 157,522. (No figures are available for residents for whom English is a second language.)

The co-ordinator's responsibilities are as follows:

- to see that an ESL class exists where there is a need for one ;

- to match perceived needs to the kind of class most appropriate;

- to recruit new students to existing classes ;

- to liaise closely with all the various ethnic community organisations in the borough, and to be of service to them;

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- to liaise closely with all the welfare services (health, ante-natal clinics, unemployment agencies, etc);

- to provide a central referral point for all the relevant agencies;

- to recruit volunteers from the borough to give ESL tuition on a one-to-one basis (home tuition);

- to organise training courses for the home tuition volunteers and co-ordinate the service;

- to liaise closely with ESL staff in the adult institutes and further education colleges in the borough.

It will be clear that this is by no means a 9 am - 5 pm job, and that it is attractive only to those who are dedicated to the work, and have a strong belief in the importance of community service.

c. Role of ESL staff in institutes and colleges

All adult education institutes have a member of staff to be responsible for ESL provision. These people fulfil an important role in planning and running ESL classes, and in providing ESL support within normal classes.

Within each borough, the ESL staff in the institutions work very closely with the borough co-ordinator. The latter is working in the community to find out the needs, while the ESL institutional staff cater for those needs by providing courses and recruiting teachers to run them.

d. Classes run by adult institutes

Traditionally adult institutes have catered for the part-time (evening) educational and recreational needs of London's adult population.

In the field of ESL teaching, the "needs" have been new and challenging, and the institutes have endeavoured to be as flexible as possible in catering for them.

One consequence of the success of this response to varied local needs, is the difficulty of describing, in the confined space of this report, all the different kinds of classes which are part of the whole project.

For this reason, the classes will be broadly categorised and briefly described, except where there are special features which necessitate some elaboration.

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i. Classes within institutes

These are held in mornings, afternoons and evenings and at different levels, for beginners, intermediate and advanced students.

ii. "Off-site" classes

Many of the classes are held in places other than the Adult Institutes (although still run by the latter), and these are called "off-site" classes. Criteria for the location of "off-site" classes relate to the needs and convenience of the students. For example, many ESL classes are held in local primary schools (for 5-11 year olds) where immigrant mothers can join a class while waiting for their children.

iii. Linked Skills ESL Classes

These are ESL classes, held either in Adult Education Institutes or in "off-site" premises, where students learn a skill or craft of their choosing along with ESL lessons. Two tutors work together in these classes, one who is the expert in the skill (plumbing, dressmaking, keep-fit, jewellery making etc), and the English language tutor.

A group of staff members of some ILEA Adult Education Institutes have collaborated in the writing of a local publication entitled: "Linked Skills Courses for Second Language Speakers: A Handbook for Tutors". In this publication two sets of educational objectives have been defined - one set for the ESL tutor and another for the skills teacher. These objectives together with examples of tutor-prepared teaching materials, can be found in Appendix I on page 26. Experience in London has shown that a significant proportion of the students are more motivated to attend ESL classes if these are linked to the learning of skills or crafts, like dressmaking or macrame.

This may be because the students, most married women, are not seeking employment and do not feel disadvantaged by their lack of fluency in English. Another reason may be that they have sufficient confidence to join a skills class, but may fear that a "pure" ESL class would prove too demanding.

The following case study, reproduced from the Handbook for Tutors mentioned above, describes the response of a young Algerian woman to the various kinds of ESL provision available to her.

Cherifa came from Algeria in August 1981 to join her husband who has been here about ten years. She's 21, very quiet and timid. She learnt French in Algeria but still seems to have problems deciphering Roman script. Her husband brought her along for evening classes in September 1981. He used to be a welder but was then unemployed. He speaks English very fluently. I do not know about his reading and writing. English day classes were suggested but he didn't want these for Cherifa as he wanted her company during the day. Evening classes were OK as he himself

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went then to metal work classes. At our initial meeting (I had already met the husband once as he had come to find out about classes before bringing her) she appeared to have a little passive English but continually appealed to her husband for translation, reassurance etc. They live in one room in a large house in North Islington - she has no family here.

What happened?

Cherifa joined ESL classes on Mondays and Wednesdays. Linked ESL and pattern cutting on Tuesday, Linked ESL and dressmaking on Thursday.

She remained extremely quiet and withdrawn in her ESL classes - probably quite the wrong kind of class for her - but really blossomed in pattern cutting and dressmaking - she could already sew but not cut.

By January 1982 she had given up her ESL classes and was only coming to pattern cutting and dressmaking. She had formed a firm English-speaking friendship with a Turkish girl, and was generally trying to talk to the main-stream students. I realised she had a lot of inner strengths.

POSTSCRIPT

Cherifa is now seven months' pregnant and feels too tired to come out this term in the evening. A short spell at a woman's community class was unsuccessful. However, she is going to ante-natal English and seems to be tackling that with the same enthusiasm she did the linked skills. Her tutor tells me that she's the only student who comes every week. She takes away handouts etc, and always returns with further queries on these the next week. She clearly is a student who needs a class with a very defined practical aim. Standard (including off-site classes) ESL failed to hold Cherifa's interest.

iv. Bilingual Courses for Employment Skills

The Tower Hamlets Training Forum, with its headquarters in Brick Lane, is engaged in a project involving bilingual instruction.

The Tower Hamlets Training Forum was developed in response to growing concern over lack of training opportunities for local people and is supported by 20 affiliated bodies such as the London Chamber of Commerce, Tower Hamlets Trades Council, local adult and further education institutes and local workshops. One area of major concern has been the lack of training opportunities for garment workers. The clothing industry, with its characteristic small, family based workshops, has attracted a high proportion of immigrants - mainly from Bangladesh - many of whom have had little benefit of formal education or training schemes by statutory agencies in this country.

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A Clothing Skills Training Workshop was established to enable individuals to:

a. *understand the process of manufacturing in its entirety;*

b. *learn specific vocational skills needed in manufacture;*

c. *learn language and literacy skills related to their work needs;*

d. *learn skills common to the clothing industry and other industries in an attempt to open up opportunities outside the garment trade.*

Training at the workshop began in August 1980 and included literacy and language tuition related to sewing, machining and pattern cutting courses and pressing and pattern grading classes. The language element is given high priority to enable trainees to find work both in and outside the clothing industry. Consequently, mother tongue and English as a second language teachers have been employed to provide daytime, evening and weekend tuition.

Partly funded by the EEC, the workshop is now able to develop further its work in language and literacy linked to manufacturing skills training.

The aims of the project are threefold:

1. *to survey the language and literacy needs of garment workers;*

2. *to develop techniques of integrating language and literacy skills tuition with work skills tuition - both in the mother tongue and English;*

3. *to develop curriculum and learning materials appropriate to the needs of garment workers.*

The project workers will establish the language needs of garment workers in different industrial situations, by interviewing employers and workers. They will also visit local employers and training providers to assess the language and literacy requirements needed for further employment and training opportunities. They will also use a variety of techniques to link their work with that of the work skills tutors - asking tutors to describe work processes, focusing on unfamiliar concepts such as measuring and shape and encouraging social contact between teachers and students. Audio and visual curriculum materials will be developed which will be topic-based and geared to introduce a variety of language and literacy functions. Bilingual literacy materials will also be produced with a view to establishing the role of mother tongue in relation to the teaching of language and literacy.

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The project sponsored for two years will hopefully be adapted for use by other training agencies concerned with garment workers. The long-term objective is to publicise the project's findings on curriculum development and techniques for link-skills teaching. These may prove to be relevant to other groups both regionally and nationally, who are debarred from training and employment opportunities because of language and literacy difficulties.

v. ESL tuition for the unemployed

In collaboration with the staff of local Job Centres (local authority employment agencies), classes in English language have been established in four areas of London. The aim is to provide more intensive language training and counselling of the kind most relevant to job-seeking and to "life-skills" generally.

Counselling in this field is of great importance, since many of the unemployed adults are not familiar with all the avenues of welfare assistance available to them. Support and advice concerning application for training or re-training is highly relevant in this sector.

The ILEA courses have the added aim of improving the understanding of the Job Centre staff, and making them more sensitive to the special problems of unemployed migrants. Job Centre staff need training to help them to assess the potential of unemployed immigrants.

vi. Industrial Language Training Classes

These classes, which are funded by Central Government through the Manpower Services Commission, are run as a part of incompany training provision. They teach oral English and/or literacy skills at a wide range of levels with the prime objective of helping immigrant workers to reach their full potential as workers in British industry and as trade unionists. Training for management on language and cultural awareness is an important element of the scheme.

vii. "Summer Schools"

These are short courses during which ESL students attend daily for two consecutive weeks. They are organised in the summer, when extra teaching staff can be recruited from schools on holiday, and older school pupils are able to volunteer to take care of young children while mothers attend classes.

One "summer school" was organised in Lambeth around the topic of central government and the parliamentary system. The topic was chosen because a general election was not far off.

viii. "Access" Classes

These are run in conjunction with Education Advice Centres, and have the aim of facilitating access to appropriate classes with a vocational focus.

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Various opportunities exist to study for career qualifications, or to train for specific work. Information and counselling are essentials for ESL students, and avenues from adult education into vocational further education are explored in these classes. An "access" class recently run in Camden gave students in Adult Education ESL classes regular opportunities to visit the local further education college. They met the FE teachers, learned about the various courses on offer and some of them enrolled in FE courses as a result.

e. Classes run by further education colleges (FE colleges)

For the most part, classes in FE colleges cater for beyond the school leaving age of sixteen. Although most of the students are in their late teens and early twenties, older adults who wish to pursue vocational courses are made very welcome. But it is the case that the majority of FE students are young people, and courses to meet their special needs are organised for them.

Traditionally FE colleges cater for young people who are not best suited for the kind of academic study entailed in sixth form school work (16-18 years).

They may study for examinations at FE colleges, either full-time or part-time if they are in employment. The qualifications they aim to achieve are usually prerequisites for entry or advancement in their chosen careers.

ESL provision is an important part of the work of FE colleges. People at this stage of life are having to make serious decisions about their working lives, and it is essential that talent and ability do not go unrecognised because of language difficulties.

There are 15 FE colleges, many of whom offer EFL courses. There is a variety of provision, the most important types at present being :

i. ESL study support courses

These courses enable ESL students to work in class along with indigenous English-speaking students who are studying for an examination for example, science or mathematics.

An ESL teacher is in the classroom, while the class teacher is giving the lesson, and on-the-spot language assistance is given to the ESL students present.

The ESL students involved are almost always taking additional intensive courses in English language, and some of these young people join adult education classes in the evenings.

ii. Study skills courses

The emphasis in these classes is on helping ESL students to become efficient in finding the information they need when preparing for examinations. They learn how to find texts in libraries, how to use contents and index lists, and how to make accurate notes for future reference.

Again, this kind of course is usually concurrent with intensive study of general literacy skills in the English language.

iii. ESL foundation courses

These are intended for school leavers whose language problems have prevented them from achieving academic credentials in school.

While improving their command of all aspects of English language, they study a broadly-based series of school subjects, in order that they may select preferences for future study. They may, of course, opt for a vocational course rather than an academic one, depending upon their responses during the foundation course.

iv. Springboard courses for young adults

In 1978 a job training scheme for ethnic minority girls and boys aged around 16-18 years, was set up by the Camden Committee for Community Relations. The scheme was called "Operation Springboard" reflecting its aim to provide a "springboard" by which young people could be helped to "leap over" any language-linked handicaps, and find suitable work with career prospects. The target group was ESL "late arrivals", that is, children who arrived in Britain during their secondary education (11-16 years) whose mother tongue was not English and whose previous education in their country of origin was not in the English language.

The course was of six months'full-time duration, the first month comprising intensive English language learning, and "life skills" about ways of life in the world of work. In the CCCR's published report of the Operation Springboard project, entitled "A Chance to Work" (3), the guiding principles of the project are described as follows:

> *Language tuition by itself could not meet their needs. They would have to be introduced to the rituals of job application and interview, to the conventions of the work-place, to the respective roles of the supervisor and the shop-steward. This required that the teaching staff should include, not only specialists in the teaching of ESL, but also people with experience in industry who could advise on life skills and work skills.*
>
> *With this outline scheme, we set out to win moral and financial support: from the ILEA, from the Manpower Services Commission, from Camden Borough Council and from local employers.*

After the first month's induction and language course, the young people were taken on by various employers for training on a day-release basis. Employers were asked to consider their young trainees for employment at the end of the training course, but no promises were asked for.

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The project was different from most existing training schemes; it had to be explained at length to officials, some of whom found it hard at first to understand the problems of our target group which made the language and life-skills components essential parts of the course. Some were unhappy about the concept of a course designed for ethnic minority school-leavers; they felt that it was discriminatory and racially divisive. Others were sceptical about the ability of a voluntary organisation to provide sufficient expertise to carry out such a project.

With the assistance of supportive agencies, the CCCR ran two successive springboard courses.

A full and detailed account of the project's conception and organisation, the content of the course, a profile of the trainees and the results achieved, can be found in the CCCR report, "A Chance to Work", details of which are in the bibliography section.

The ILEA, who were involved from the beginning, and supplied the ESL tutors, continue to run springboard courses in Paddington and Brixton.

The Manpower Services Commission financially supports the young trainees with a weekly grant during the six months of training.

f. Home tuition

For personal or temperamental reasons, there are migrant adults who are unable or unwilling to join classes. To meet the needs of these students, arrangements are made for an unpaid volunteer tutor to visit the student weekly, in the student's home, to give an English lesson.

The students are almost always women, and the volunteer tutors are women, many of them young women - who wish to give some of their free time for community service.

The Borough Co-ordinator is responsible for recruiting the volunteer tutors. Advertisements are usually posted in local libraries, doctors' surgeries etc, and the volunteer tutors are given about ten hours of training (one evening a week for five weeks) in classes of eight or ten. The training classes are normally held in a local adult institute.

g. Student recruitment and referral

Traditional methods of recruiting students and advertising adult classes are often inappropriate for ESL students. There are the obvious problems of difficulties in reading and in understanding both the written and spoken language. Equally restricting are the ESL students' lack of confidence, unfamiliarity with the English educational system, and perhaps unhappy personal education experience. Therefore, the ESL co-ordinators and organisers must establish strong links with other statutory and voluntary agencies, publicise provision through a variety of channels and

in minority languages, and go out into the community to reach the potential students. Students are reached through locally produced publicity in relevant minority languages, or through the general leaflets in fifteen languages available through the Language and Literacy Unit.

Use is also made of local newspapers and magazines and the ethnic minority press. In addition to using local radio, provision has been advertised and volunteers recruited through the Thames Television "Help" Programme.

Student referrals are received by the Borough Language Co-ordinator via workers in other agencies and services, or via local community groups, advice centres or community relations councils.

Headteachers of local primary schools (for children between five and eleven years old) urge immigrant mothers to join language classes, which are often held in one of the school classrooms. Students are drawn from a very wide range of ethnic origins, and ESL teachers must cater within a small group of students, for a range of different mother tongues and ability levels. Generally, classes held during the day recruit women students. Evening classes have men and women students.

h. Creche facilities

In order to facilitate recruitment of women students with small children, arrangements are usually made for children to be looked after by a paid child-minder while mothers are in class. The children play in an area near at hand, like an adjoining room, and they have free access to their mothers at any time. In many cases, the child-minder is, herself, an immigrant, and the atmosphere is pleasant and informal.

i. Teaching staff

The ILEA has a staffing structure for ESL provision which is described in the section on development of the project. As a result of the growing provision, more full-time specialist staff have been appointed, especially for administrative and training work, but the vast majority of classes in the Inner London area are taught by about four hundred part-time teachers. Many of these teachers have had experience of teaching English as a Foreign Language (EFL), in countries abroad, and have attended one of the ILEA's "conversion courses" for ESL work (see Appendix 1).

Each part-time ESL teacher can be employed for no more than twelve hours per week, and unlike the permanent ESL staff, they are not reimbursed for travelling between teaching sites. There appears to be no shortage of part-time teachers, and classes are arranged swiftly when new groups of students are recruited.

A class can be set up if six students are recruited, and in practice, due to absence, classes may have even fewer students.

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j. Teaching/learning materials

Since ESL teaching has a very short history, there are few published materials to support learning in this field.

Individual teachers prepare their own worksheets (there are a few examples of these in Appendix 2), and groups within the authority have collaborated to produce a few packs on life-related topics like "The Telephone Pack" and "At Work Pack". The BBC has produced materials supporting their ESL adult education series, "Speak for Yourself".

Appendix 3 contains a list of ESL materials produced wholly or partly by ILEA teachers.

More details are available from the National Extension College. (For the address see the reference section on page 43.)

5. EVALUATION OF THE PROJECT

Before attempting to fulfil the requirements of this section, two important points need to be made.

Firstly, only a perverse blend of perfectionist and misanthropist could fail to be enormously impressed by the Inner London Education Authority's provision of ESL classes for adult immigrants.

Even for a prestigious education authority like the ILEA, the existing network of professional responsibility set up within the last five years is a remarkable achievement, and it is in this context that evaluative comment should be viewed.

Secondly, the authors had limited time for observation, (although the programme of visits arranged for us was an excellent one) and we are aware that our familiarity with many facets of the provision is far from ideal.

A brief outline of the extent of our experience of the project may be useful here, after which we will discuss our main impressions under broad headings.

a. Brief outline of "contact" with the project

We had discussions with key personnel in the Language and Literacy Unit, in adult institutes and further education colleges, and spent time with two of the borough co-ordinators. We observed three ESL evening classes (at different levels), six "off-site" day classes, and three "linked-skills" classes. One morning was spent in Tower Hamlets observing the bilingual course for training in clothing manufacture.

In the further education sector, we saw ESL classes and two study support classes. We spent a morning in Paddington with an ESL foundation course group, and a "springboard" group (see Appendix II). We joined the same group in a motor mechanics workshop class (with ESL teacher support) later in the day. We attended an evening training class for volunteer home tutors, and one evening class of an EFL/ESL conversion course (see Appendix I).

Our discussions with staff and students continued through meal breaks, and we were grateful for the large number of reports and other descriptive materials we were given, covering most aspects of the project.

b. Evaluation by the ILEA

The Director of the Language and Literacy Unit discusses the difficulties involved in evaluating the project in the following passage, quoted from a report:

Evaluating the effectiveness of this provision is a difficult task. This is because there are no relevant objective tests, the take-up is uneven and there is no control group, and because it is impossible to measure a student's confidence and increased access skills in the face of the unpredictable demands for English made in the world outside the classroom. Even the normal gross measure used to evaluate the effectiveness of adult education - continued student attendance - is not necessarily appropriate. Attendance by ESL students over a long period may indicate a high level of dependence and low level of confidence, while a short attendance may indicate the achievement of successful learning.

In the final analysis, the most important and valid forms of evaluation remain subjective assessments of increased confidence and competence expressed by the student and the teacher, personal feedback from outsiders such as neighbours, social workers and clinic receptionists and the knowledge that students are successfully moving on to enrol on other adult education and further education courses.

c. The current "image" of ESL teaching

Subjective assessments are valid evaluative statements, but ideally they should be part of wider-ranging, more objective monitoring procedures.

"New Initiative, 1982" is the title of an evaluation report by staff working within the project. The results of a survey were combined with discussion, and the main points recorded. A section of the latter relates to the need for ESL work to have better status within the authority and its adult institutions.

It is evident that many of the staff involved in the work want it to have more educational credibility. Certainly for some of the classes, it would seem to be a good thing if lessons were more goal-oriented, and if some objective assessment measures of progress could be developed. This should enhance both the credibility and the effectiveness of this work.

It seems likely that a more structured framework of monitored levels of progress would serve to distinguish ESL teaching from the leisure/welfare category.

d. Student involvement in assessment

Another section of the report relates to the "changing student needs". Three of the points made are as follows:

"The present range of courses is the result of history, rather than being a well thought out response to student needs."

"Many students are no longer beginners and can therefore articulate their needs more clearly."

"Students want more intensive courses that lead towards qualifications, work etc.".

These points indicate that assessment and evaluation must be an integral part of the work at all stages - at the early stage of establishing student needs as well as at the late stage of evaluating the progress made towards established goals. This will usually mean communicating with students through representatives of their linguistic-ethnic community who are more fluent in English.

Involving the students themselves in the assessment and evaluation process will presumably improve their self-confidence and motivation, but it is also important for the reason that neither assessment of needs nor evaluation of progress is possible without the detailed knowledge of the students' situation which only they themselves possess.

It would be entirely in keeping with the ILEA's broad aim if individual ESL students were consulted at the earliest possible opportunity, and more directly encouraged to have a say in:

a. what it is that they want to achieve by attending ESL classes;

b. what time-scale they envisage for their attendance;

c. what kind of learning situations and learning materials are selected for them; and

d. by what means they shall know how successful they have been.

It is unlikely that conventional examinations will have a place in this assessment and evaluation process, except in the case of advanced classes, but some kind of systematic collection of concrete evidence of learning could be of great benefit, both for increasing student motivation and for enhancing the efficiency of their work.

e. Curriculum and materials development

Another part of the "New Initiative, 1982" document relates to the use of tutor time, and it is felt that part-time tutors should be paid to attend staff meetings and "in-service" training courses. This could provide a much needed increase in the opportunities for professional curriculum development, with allied materials production, which would considerably enhance the work at many levels of the project.

It may be that in the wider adult education context, with its emphasis on recreational activities, ESL teaching has not been much influenced by new learning technology. Whatever the reason, there appears to be room for the development of units of learning involving a wider variety of materials. It may, for example, meet the needs of some students to make available to them, in central locations, individual study packs, with audio-visual support.

The authors wish to emphasise that they are not suggesting that the friendly, "traditional" kind of small group teaching, which is usual in the ESL classes, should be entirely formalised and automated. Rather, we feel that professionally developed "units" of study, supported by a variety of appropriate materials, should be available to ESL teachers and students, within a structured curriculum framework.

f. Creche provision

We see this as a very important component of ESL provision, and would recommend extension and development of it. The children involved in this facet of the project are particularly in need of spoken language experience in English, since it is unlikely that English will be used much at home. Ideally, the play sessions during mothers' ESL classes should be accompanied by conversation in English. Familiarity with the vocabulary, rhythms and patterns of the English language is likely to reduce, to some extent, the "culture shock" of joining a class of English speaking children at the age of four or five. It would be unrealistic to expect funding to enable fully qualified nursery school teachers to be employed for creche supervision, but volunteer school children from local secondary schools could be used, or other members of the English-speaking community. Some training in language development techniques would be beneficial, but not essential.

g. The project staff

At the beginning of this section we stated that our evaluative comments must be viewed in the context of what is, by any standards, a remarkable project. We believe that the quality and dedication of the staff are the most outstanding features. At all levels, the staff members we met were sensitively attuned to the work they were doing.

The working conditions are far from ideal for part-time teachers, who comprise almost the entire teaching force, but without exception the ones we observed were gifted teachers, responsive to the individual needs of students in their multi-ethnic classes. They are engaged in community service of a very real and tangible kind.

As for the significance of the project and its wider implications, we quote this apposite, concluding paragraph from Devereux (1982) (1):

> *The record of the Inner London adult education service shows, time and time again, that demand depends on facilities being made available and offered in a manner which is relevant to the needs and circumstances of the people it aims to serve. The great increase in welfare classes and in community-based adult education stemmed from the initiative of the ILEA, its officers and the principals and staff of its institutes. It was in the tradition of a service which made the educational advances which demonstrated what could be done by an education authority to improve the quality of life of ordinary men and women. Such initiatives are a vital part of the antidote to individual apathy and the frightening atrophy of an inner city. They have helped thousands of men and women to awaken to a new lease of life by developing latent interests and skills they did not know they had. It is a record of which the Inner London service can be proud.*
>
> *(p 305)*

6. TRANSFERABILITY

There are moral and social as well as economic reasons for the crucial importance of catering for the educational needs of migrant workers and their families. A host nation would be both unwise and unjustified in enjoying the benefits of migrant labour without regard to the accompanying obligations. In this brief section, we will try in the light of our study of the ILEA project, to make recommendations which may be helpful to agencies tackling similar work elsewhere.

a. Language in the social welfare context

We feel that the ILEA's broad aims of helping individuals towards an understanding of the host society, and towards maximum freedom of choice within it, are very important. Clients (students) are likely to be motivated when "survival skills" are involved, and so the availability of well-planned classes, combining "social learning" and language learning, is appropriate. Continuous attendance will depend upon the degree to which students find the curriculum valuable.

b. Teacher preparation

We see this as a key factor in second language provision. As it relates to migrant communities, the field is new. Planning should be purpose-oriented, and not influenced by traditional school methods. The target population is not one which will easily be lured "back to school". Aims, objectives, curricula resources and evaluation need to be studied in the context of the needs of the clients today, and up-to-date learning resources should be available to make the learning effective, and to create an acceptable "image" for clients.

We see international agencies, like the Council of Europe, as having a potentially major role in developing curricula and exemplar materials for teacher training. This would be of very great value to smaller national agencies, where there is the risk of less effective provision because of the absence of professional expertise at the planning stages.

Even the most gifted teachers benefit from working in a planned, systematic curricular framework, where there is scope for flexible techniques for study.

If the focus of the work is on learning rather than teaching, then the teacher's task becomes the enabling or facilitating of the learning, and there is more individual pupil involvement during classes. Centrally developed exemplar materials would considerably improve the potential of volunteer tutors, whose contribution we see as significant in this field.

c. Teaching/learning resources

We believe that the production of learning materials should be given very high priority, and that production ought to be undertaken by educators with the highest qualifications, experience and talent.

Relatively inexpensive study packs can be produced, using audio-cassette recordings, printed materials (both text and picture) and/or 35 mm slides. It is worth noting that the effectiveness of such learning materials is likely to depend more on their intrinsic educational qualities than on more superficial aspects of very costly "hardware". The need to adapt materials to meet local requirements means that large scale, centralised production and distribution of materials are not feasible. But local production could be effectively supported by centrally produced examplar materials of various kinds. Both national and international agencies would have an important role in the establishment of guidelines for materials production, as well as in the actual development of exemplar materials.

d. Linked-skills classes

We recommend this approach as likely to appeal to many adult migrants who may lack the confidence or the motivation to join a language class. The language learning that is incidental to classes in car maintenance, plumbing, dress-making etc is usually both enjoyable and effective. We are not convinced that there is a need for both a language teacher and a skills teacher in each class, unless, of course, the size of the group makes it difficult for one teacher to cater for individual needs. When groups are small, the job can be done effectively by a skills teacher with some training in language-teaching skills, and supported by suitable learning materials.

e. Continuous assessment and flexibility

Finally, we recommend that any agency seeking to develop language provision for migrants should build mechanisms right from the start, whereby the provision is regularly reviewed with the maximum degree of student involvement in the process. Adult migrant education is a new and exciting field and our aim must be to equip people for the world of today and tomorrow. It should "widen horizons" in every sense.

APPENDIX I

ESL In-Service Training Programme

From the ILEA Language and Literacy Unit Booklet, published for 1982-83. Details of dates of classes, given in the booklet, have been omitted here.

GENERAL IN-SERVICE TRAINING COURSES

These courses are for teachers engaged in organising and/or teaching English as a Second Language to Adults in either Adult Education Institutes or Colleges of Further Education.

The courses have been grouped as follows:

GROUP A: *Induction Courses*

Practical wide-ranging courses for recently appointed and/or less experienced teachers of ESL.

GROUP B: *Post-Induction Courses*

Courses in which key areas of ESL teaching are examined in more detail.

For the first time in 1982/83, there will be a small number of Group B courses designed primarily, but not exclusively, for staff in Further Education Colleges. F.E. staff taking the Conversion Course may wish to choose one or more of these amongst their options.

GROUP C: *Exploring Language*

Courses in which current research into and theory about language learning and language use will be explored and related to the practical concerns of ESL teachers.

GROUP D: *Specialist Areas/Broader Issues: A Series of Working Seminars*

The programme for these will be determined by the participants. After the initial planning session there will be a two week gap to allow time to develop ideas and collect material for the subsequent meetings.

The Group Letter is in brackets following the course title.

ESL IN-SERVICE TRAINING PROGRAMME

ESL Foundation Course (A)

An Induction Course for recently appointed and less experienced tutors of ESL. The course will concentrate on classroom practice and will include sessions on course and lesson planning, materials selection, techniques for developing communication skills and literacy skills, general classroom management and organisation.

(Total of three Saturdays, 10am-4pm)

EFL/ESL Conversion Course (A)

This course is designed for experienced teachers of English as a Foreign Language with specialist training (e.g. RSA TEFL) who wish to teach English as a Second Language to adult immigrants, migrant workers and refugees. The course is in three main sections and has to be completed within two terms.

Section I: Orientation Course

This course examines the background and broad aims of T.E.S.L. and looks at the implications these have for provision, course content, materials, teaching methods etc.

At the end of this section candidates will be given a Conversion Course record card outlining the course assignments.

Section II : A 'Self-Selection' of Group B Courses

After the Orientation Course, participants select a minimum of three Group B courses. (N.B. Participants must apply for these courses independently from the Conversion Course.) On completion of any Group B courses, participants should ask the course tutor to sign their card as a record of attendance.

Section III: Course Assignments

In addition to attendance at courses, participants must observe two classes and complete two written assignments. Details of these are given on the Conversion Course record card.

When participants have completed all sections of the Conversion Course, they should return their record card to the Language & Literacy Unit, Room 438, County Hall, London SE1 7PB.

(Total of five evenings, 7pm-9.30pm)

The Use of Drama and Role Play in Developing Communication Skills (B)

This one day course is intended for ESL tutors who would like to explore the use of drama techniques in helping ESL students to develop confidence, self-expression, fluency and communication skills.

We shall relate the theory of using drama to the practical needs of students by working through a series of verbal and non-verbal exercises, drama games, role play and improvisation and consider the appropriateness and value of these activities.

(One Saturday, 10am-4pm)

Basic Literacy Skills (B)

In this course the following components of basic literacy will be examined:

- *first stages for students who are illiterate in their mother tongue or who use a script other than roman*
- *survival literacy and how it turns into general reading and writing*
- *Bingo, gap-filling and multiple choice. What do they achieve and where do we go from there?*
- *progression of skills from copying and recognising words to the ability to read and write independently*
- *the problems of students who can read with some fluency but no understanding*
- *the students who can perform literacy exercises but cannot initiate a piece of writing.*

Tutors coming on this course should bring samples of students' writing to the first session.

(Total of three evenings, 7pm-9.30pm)

Making Use of the Students' Own Language in the Classroom (B)

This course will consider the various ways in which the students' mother tongues can be used in the ESL classroom as an integral part of the language learning process. Various techniques will be examined from the point of view of (a) the mono-lingual class with a bi-lingual teacher and (b) the multi-lingual class with a mono-lingual teacher.

(One Saturday, 10am-4pm)

Designing Materials for Mixed Level Classes (B)

In this course the following aspects will be considered:

1. *Issues and problems involved in mixed level teaching*
   - *ways of teaching a mixed level class as one group*
   - *ways of organising groups and group work.*

2. *The design of materials for mixed level classes*
   - *ways of adapting materials for different levels*
   - *the design of worksheets, exercises and independent group work activities.*

(Total of four evenings, 7pm-9.30pm)

Designing and Teaching Work Preparation Courses (B)

Work preparation courses such as Work Introduction courses, Springboard projects and Preparatory courses, must provide students not only with language for use in further study and everyday life but also give them the communication skills needed for employment in an English-speaking environment. This course will examine issues in syllabus design and materials development.

The course is particularly recommended for F.E. staff and for those teaching workseekers' courses.

(Total of four evenings, 7pm-9.30pm)

Language Learning in its Social Context (C)

This course will look at current theoretical approaches to second language learning and use, particularly those that emphasise the importance of social factors in the second language learning process. It will relate these approaches back to questions of ESL methodology.

(Total of three evenings, 7pm-9.30pm)

Student Assessment and Course Evaluation (D)

To evaluate ——— to place a value upon

To assess ——— to judge

In this working seminar participants will be considering questions such as the following:

- *Who evaluates?*
- *How does evaluation take place?*

- *Who assesses and at what point?*
- *How can assessment be meaningful?*
- *What can we do as teachers to make sure that assessment and evaluation do take place?*

(Total of four evenings, 6pm-8pm)

Race Series (D)

1. Analysing Students Needs in the Context of Race

How far should teachers of ESL in F.E. and A.E. be concerned with racism?

Is it a challenge to our professionalism or something we only concern ourselves with as individuals?

Can we identify it in the curriculum?

How might we deal with it in the classroom?

This series of working seminars will explore in depth issues which stem from racism in ourselves, in students and within the institutions where we work.

This first term seminar will be considering the wider issues in order to establish a foundation for the seminars in the following two terms. It is, therefore, essential that course participants wishing to attend the second and third term series of seminars will also have attended all three sessions in Term 1.

(Total of three evenings, 7pm-9pm)

The Use of Tape Recordings and the Media in Developing Listening Skills (B)

This course will be in two sections:

1. *What is involved*
   - *skills based approach - different kinds of listening*
   - *topic based approach - different contexts for listening*
2. *How to do it*
   - *practical sessions on making tapes and editing tapes (scripted dialogues, authentic speech, taping from the radio/T.V., etc.).*

(Total of four evenings, 7pm-9.30pm)

Developing Reading and Writing Skills (B)

Most ESL classes include students who have become orally proficient and wish to develop their reading and writing skills. The ALBSU ESL/Literacy Special Development project has been investigating the needs of such students and this course will provide the opportunity to explore appropriate strategies, curriculum content and materials for working with such students.

(Total of four evenings, 7pm-9.30pm)

Syllabus and Lesson Planning (B)

This course will explore ways of assessing students' needs, planning relevant course programmes and choosing appropriate teaching methods at a variety of levels for a variety of purposes.

(One Saturday, 10am-4pm)

Designing Materials for Independent Learning (B)

Autonomous learning is now a popular concept in ESL. This practical course will look at materials which students can use on their own, both in the class and at home.

(One Saturday, 10am-4pm)

Linked-Skills Teaching in Further Education (B)

This course will examine ways in which linked-skill teaching can be developed within F.E. Of interest to both ESL and subject/craft specialists in F.E.

(One Saturday, 10am-4pm)

***Developing Study Skills** (B)*

***Many ESL students aim to enter** mainstream courses in Further and Higher Education. **They there**fore need a range of study skills including the ability to comprehend lectures and demonstrations, writing skills for **comp**leting course work and examinations, and access skills to make maximum use of reference facilities. This course will draw on work done by members of the study skills working party. Particularly recomended for F.E. staff.*

(Total of four evenings, 7pm-9.30pm)

Language and Power (C)

A look at ways in which language and power are connected. The aim will be to see what this implies for ESL speakers, and so for the content of our teaching. With the agreement of the participants, the course will fall into three parts:

1. *Power at national level; how is language planned and what effects does language planning have on some communities?*

2. *Language and the distribution of power in society.*

3. *Power and solidarity - individual relationships reflected in language.*

Participants' knowledge and experience of different countries, communities and language groups will form a useful part of the raw material for the course.

(Total of three evenings, 7pm-9.30pm)

Counselling in ESL (D)

ESL tutors are often called upon to counsel students both vocationally and personally. During these four Saturdays we will be exploring these needs and looking at the cross cultural implications of both. There will be discussion on practical approaches to the subject, ideas on where to obtain careers information, and the role of other agencies offering specific support.

(Total of four evenings, 7pm-9.30pm)

COURSES LEADING TO ROYAL SOCIETY OF ARTS CERTIFICATES

R.S.A. Certificate in the Teaching of English to Adult Immigrants

For practising Adult Education and Further Education teachers of ESL who wish to gain a qualification in the Teaching of English as a Second Language, the Authority offers a one-year part-time course at Westminster College leading to this R.S.A. certificate. This is a substantial course and the qualification is awarded as a result of assessment of teaching, course work, three projects and a final written examination.

R.S.A. Initial Training Certificate in the Teaching of English as a Second Language to Adults

For relatively inexperienced classroom teachers of ESL, teachers in Further Education who are seeking work with non-English speaking students and experienced volunteers wishing to gain classroom experience, the Authority offers a one-term part-time course at Westminster College leading to the R.S.A. Initial Training Certificate.

APPENDIX II

LINKED SKILLS ESL CLASSES

1. Educational Objectives for
   a) ESL tutors
   b) skills teachers

2. Examples of tutor-prepared teaching material

(From "A Handbook for Tutors" produced locally by a group of ILEA staff members)

THE ROLE OF THE ESL TUTOR IN LINKED SKILLS CLASSES

1. *In Relationship to the Students*

- *Helping students understand the course concept and course organisation and the roles of the two tutors until such courses are more widely accepted.*
- *Acting as a language teacher in so far as certain lexical items, technical terms etc. are to be taught.*
- *Encouraging the communication and negotiation skills necessary for students to be independent of the ESL teacher.*
- *Building up the confidence and independence of the students on the course, by developing communication and learning strategies relevant to being students in the skills class.*
- *Mediating when there are difficulties in communications.*
- *Checking and reinforcing what the skills tutor has taught.*
- *Developing teaching materials based on the skills being taught.*

2. *In Relationship to the Skills Tutor*

- *Jointly organising the syllabus through pre-course planning meetings.*
- *Attending joint regular meetings to assess and evaluate course content and presentation.*
- *Acting as a 'cultural mediator'.*
- *Acting as 'assistant' in terms of reinforcing what the skills tutor teaches.*
- *Acting as a facilitator in terms of teaching a mixed level group.*
- *Increasing the skills tutor's awareness of language when working with second language speakers.*
- *Assessing and adapting existing written materials including manufacturers' information sheets.*

3. *In Relationship to Other Departments*

- *Liaising with other departments through the skills tutor/Head of Department, both in terms of other possible linked skills courses and classes suitable for students to move on to.*

THE ROLE OF THE SKILLS TEACHER IN LINKED SKILLS CLASSES

1. *In Relationship to the Students*

- *Designing skills courses suited to students needs and/or demands.*
- *Organising the course content into small units with precise learning objectives.*
- *Providing ample time for language teaching and ensuring that students understand instructions.*
- *Examining own vocabulary and sentence Structure used in lecturing and skills instruction so as to minimise students' language problems.*
- *Ensuring that all unavoidable technical language is simply explained and understood.*
- *Avoiding jargon, gobbledygook, muddled instruction and mumbled delivery, slowing down delivery rate and demonstrate wherever possible.*
- *Closely examining skills analysis techniques. Don't take anything for granted - many ESL students won't have heard of half the tools or materials used in any particular skill let alone seen or used them.*
- *Paying extra attention to ensure that students understand what you say. Ask them questions about previous work, encourage full answers, encourage questions. Don't laugh at their language bloopers without making sure they appreciate the joke!*
- *Giving them the confidence (a) to use English in and out of the class (b) to become proficient in the skill (c) to buy materials knowledgeably and confidently and (d) to join a mainstream skills class.*

To achieve all the foregoing aims and objectives the skills tutor should try to gain greater language and cultural awareness.

In general, preparation and supply of materials will be the same as for mainstream work but particular attention should be given to visual aids.

2. *In Relationship to the ESL Tutor*

- *Liaising with ESL tutor during course planning and through on-going meetings, amending and updating course to suit students skills needs and language abilities.*

- *Where appropriate, advising ESL tutor as to lexis, especially the meaning and use of technical terminology.*

- *Liaising with ESL tutor on publicity for course. Where possible attending ESL classes to explain to prospective students what they will learn on the course and how it may be useful to them in their lives.*

- *Where requested, supplying ESL tutor with skill background in the form of books, publications and manufacturers information sheets. Consult with ESL tutor as to the use of teaching aid material, also of manufacturers' literature.*

- *Assisting ESL tutor to produce work sheets.*

- *As far as is practical, co-operating with ESL tutor and relevant heads of department to ensure smoother running of the course.*

3. *In Relationship to Other Departments*

- *Liaising with other skills teachers in relation to (a) feeding students on to mainstream courses (b) discussing the needs of second language speakers in mainstream classes (c) encouraging a greater variety of linked skills courses.*

./.

The Sewing Machine.

①

Lift the machine by the middle.
Use two hands.

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②

The needle must be in front of you!

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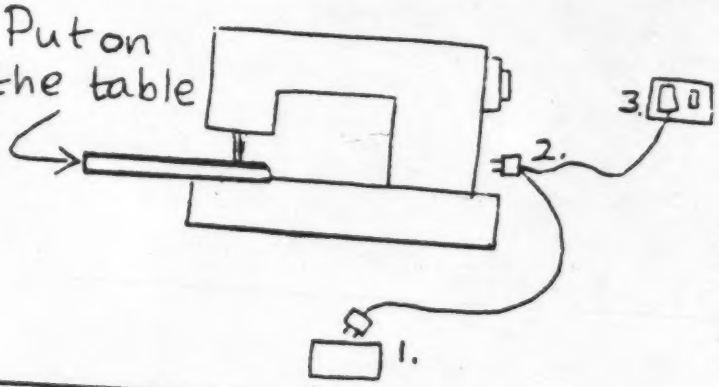
③



1. Plug in the foot pedal.
2. Plug in the machine.
3. Plug into socket.

---

④

Turn the wheel towards you with your right hand.

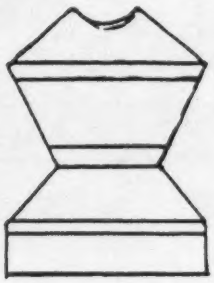
Bring down the presser foot with your left hand.

Now ask a friend to measure you and write down your:

BUST

WAIST

HIPS



WRITE YOUR PATTERN SIZE

blouse

dress

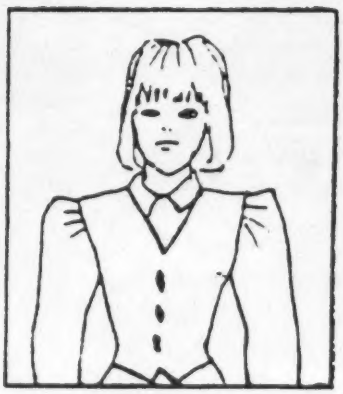
coat

skirt

trousers

SELECT YOUR PATTERN SIZE

SIZE	8	10	12	14	16	18	
BUST	80	83	87	92	97	102	cms
WAIST	61	64	67	71	76	81	cms
HIPS	85	88	92	97	102	107	cms



Teruko's measurements are:

BUST	86 cm
WAIST	67 cm
HIPS	91 cm

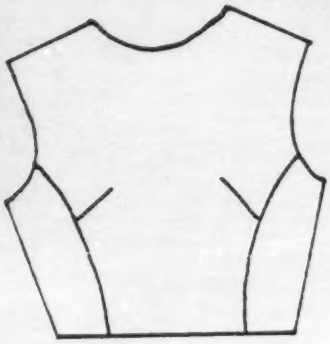
She wants to make a waistcoat
Her correct pattern size - SIZE 12

Sadia's measurements are:

BUST	94 cm
WAIST	72 cm
HIPS	99 cm

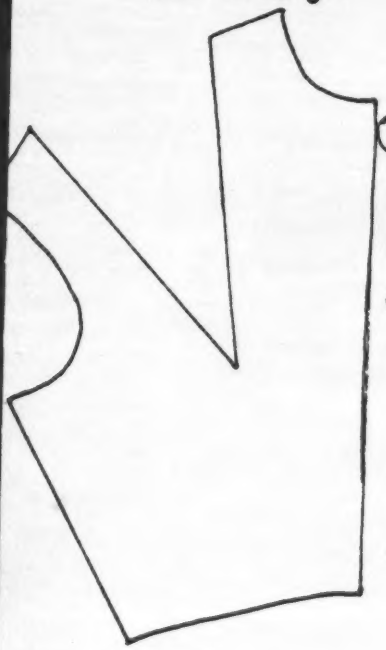
She wants to make a shirt.
Her correct pattern size = SIZE 16

Seams away from the dart point

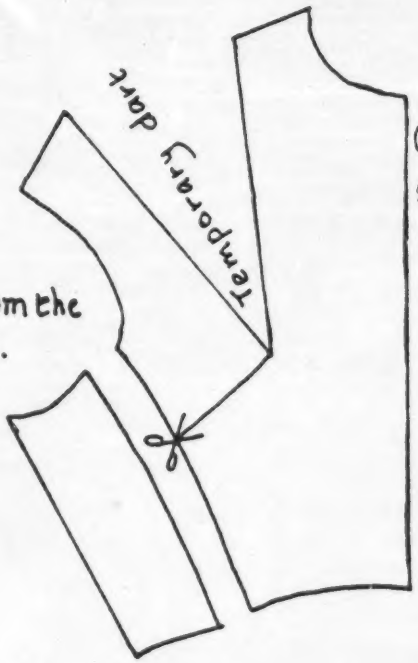


The design

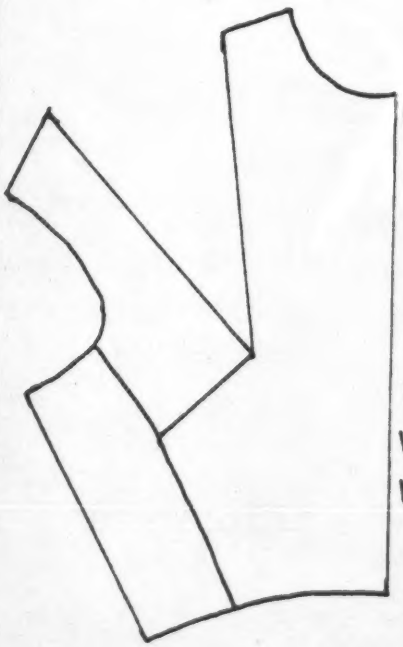
Method: ১মেস্ট ডার্টকে স্টাইলিং এরিয়া থেকে সরিয়ে ফেলুন, এবার নুতন ডিজাইন ডার্ট আকুন এবং জায়গা মত ব্যালেন্স মার্ক দিন, নূতন ডিজাইন লাইনকে কেটে ফেলুন, নূতন ডার্টকে বাস্ট পয়েন্ট পর্যন্ত কাটুন এবং টেম্পরারি ডার্ট বন্ধ করে ফেলুন,



① Copy the block. Move the waist dart away from the styling area.



③ Cut the seam line Cut the new dart to the bust point.



② Draw the new seam line and the dart position. Mark balance marks along the new seam Line.

④ Close the temporary dart.

APPENDIX III

NATIONALLY USED MATERIALS PRODUCED BY ILEA TEACHERS

(These do not include the readers, tapes, visual aids, magazines, packs, etc. produced and used locally.)

1977	*Parosi Home Tutor Handbook*	*B.B.C. Publications*
	The Ante-Natal Pack	*Commission for Racial Equality*
1978	*The Telephone Pack*	*ILEA Course Support Unit*
	At Work Pack	*ILEA Course Support Unit*
	Newspaper Pack	*ILEA Course Support Unit*
1979	*Training the Trainers*	*ESL Publishing Committee*
	Asian Women Speak Out (Teachers Notes)	*National Extension College*
	If this happens to you...	*ILEA Course Support Unit*
	Concord Comics - A History of Immigration	*National Extension College*
1980	*Teaching English as a Second Language*	*B.B.C. Radio 4 Series*
	At Home in Britain, Packs 1 & 2	*National Extension College*
	Coping with the System	*National Extension College*
	Lessons from the Vietnamese	*National Extension College*
1981	*Teaching English as a Second Language*	*B.B.C. Publication*
	At Home in Britain, Pack 3	*National Extension College*
	Asian Mothers & Babies Pack	*ESL Publishing Committee*
	ILEA Home Tutor Pack	*ESL Publishing Committee*
	ESL & Employment	*Learning Materials Service*
Forthcoming in 1982/83	*At Home in Britain, Pack 4*	*National Extension College*
	Communicating with the System	*National Extension College*
	A Basic Health Care Pack	*National Extension College*
	Understanding the Education Service	*Learning Materials Service*
	Approaches to Linked-Skills Courses	*ESL Publishing Committee*
	Springboard Materials	*Commission for Racial Equality*

More information about these materials can be obtained from the National Extension College, 18 Brooklands Avenue, Cambridge, CB2 2HN, England.

REFERENCES

1. DEVEREUX W.A. 'Adult Education in Inner London, 1870-1980' (Shepheard-Walwyn in collaboration with the Inner London Education Authority. 1982)

2. Inner London Education Authority, The Capital and Revenue Estimates for 1982-83. (Section on Community Education)

3. Camden Council for Community Relations, 1, Robert Street, London, N.W.1. "A Chance to Work", report on the Operation Springboard Project.

Other reports quoted and referred to are Language and Literacy Unit "internal" reports which are made available to the authors.